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ABSTRACT

Project Redesign is a New York State Education Department longrange planning endeavor for the development of an education system's capacity and potential to continuously change and adapt to changing needs and objectives. During the past year, four carefully selected prototype districts began a redesign process that incorporates several unique features. This first annual report on Redesign attempts to describe (1) the background and early steps that led to this top priority program, (2) the nature of the redesign process, (3) the activity during 1970-71 in the prototypes, and (4) other developments during the year, especially in the regional redesign network. Redesign will gradually affect all schools in the State as the longrange process moves from the prototypes to an increasing number of districts. This report is addressed to everyone concerned with the future of education in New York State. (Author)

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Annual Report
1970-71

REDESIGN

The University of the State of New York
The State Education Department
Albany, New York 12224
1971

EA 003 971

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WHAT IS REDESIGN?

Project Redesign is a New York State Education Department long-range planning endeavor with the central thrust of continuing self-renewal for the educational system of the State. The goal is the creation of a new system of education.

During the past year, four carefully selected prototype districts have begun a redesign process which incorporates several unique features.

This first annual report on Redesign attempts to describe:

- the background and early steps that led to this top-priority program of the Department
- the nature of the redesign process
- the activity during 1970-71 in the prototypes
- other developments during the year, especially in the Regional Redesign Network

Redesign will gradually affect all schools in the State as the long-range process moves from the prototypes to an increasing number of districts. This Report, therefore, is addressed to everyone concerned with the future of education in New York State.

"We are traveling into the future at the speed of light with our eyes fixed firmly on the rear view mirror... We keep changing the picture and never consider whether there is anything wrong with the frame."

Marshall McLuhan

SUMMARY

Redesign is a comprehensive, systematic process of change involving the participation of a total community in the examination and redefinition of its educational needs and goals. As a change strategy, Redesign deals with the entire system of education and is concerned not only with setting goals and designing programs to facilitate those goals, but is also basically concerned with the developing of an implementation strategy for operationalizing the programs.

While community involvement in achieving more effective and efficient education is a key element in the redesign process, students and professional personnel also make significant contributions. The State Education Department conceives of its role as being one of guidance, facilitation, encouragement, and stimulation. Viewed from this perspective, Redesign is the development of an education system's capacity and potential to continuously change and adapt to changing needs and objectives.

Redesign was seen necessary since: (1) Society is creating new knowledge at an enormous rate and making obsolete much of what has been taught. (2) Society demands that people not only have new knowledge but the ability to use new knowledge. (3) Society demands that people have not only learned basic information but must learn how to learn. (4) Modern society demands that people learn how to discover and evaluate the contribution of others without becoming disturbed by difference in background, approach, cultural pattern, and levels of sophistication. In effect, a new system of education is called for and a set of 24 characteristics has been developed to identify the new system of education.

In order to accomplish this vast and difficult undertaking Redesign is working in three areas: (1) the initiation of Redesign efforts in four typical communities in the State, (2) the development of capabilities to advance redesign at the intermediate district level, and (3) the restructuring of the State Education Department to permit it to provide the necessary leadership and help on a statewide basis to move toward the new system.

The Redesign program is based on several basic strategies for change:

1. It focuses on the achievable.
2. It works with existing organizations.
3. It concentrates on making better use of resources rather than first demanding new resources.
4. It will build achievement, skill, commitment, methods, tools, and resources simultaneously as integral parts of an overall reshaping of education.

During the 1970-71 year, a management process to carry on the activities of Redesign was set up in the State Education Department and four prototype systems were selected to begin the Redesign effort. A policy-making group, the Executive Redesign Council, was established to manage Redesign activities. Five State Coordinators were assigned to work directly with the four prototypes and to assist at the intermediate level.

The SED Coordinators working with the local districts emphasized the collaborative nature of their roles as they attempted to identify resources to assist the Redesign effort, as well as offering individual consulting help of their own in a variety of areas.

A management consulting firm was contracted to work with the prototypes, the coordinators, as well as the Executive Redesign Council. Working as a team, the coordinator and the consultant were able to give greater assistance to the prototypes in the change effort.

Based on needs established by the prototypes, task forces were set up in the areas of communication, evaluation, management, readiness assessment, and training and education. Most of the work during the spring and summer of 1971 dealt with planning and preparation, and it is expected that the task forces will begin service operations in the fall of 1971.

In the fall of 1970 three of the four prototype districts commenced Redesign planning. A fourth prototype, District #7 in New York City, joined the project in March 1971. The rural prototype was Cassadaga Valley, the suburban prototype was Greece, and the small city prototype was Watertown. In each of these prototypes, education and stimulation programs were provided emphasizing the role and the impact of the future on present educational planning and goal setting. Also, each of the prototype districts organized a Redesign Planning Council made up of teachers, students, administrators, and community members to organize and manage the change effort. A variety of activities to explain Redesign to the entire staff and the community-at-large were organized in each of the prototypes.

The work at the intermediate level also began in the 1970-71 year. Working through the Regional Centers, regional redesigners were assigned to each of the 16 planning centers. Their major role was to be aware of what was going on in the prototypes; to set up communications between redesign systems in the area; and to assist school systems with their Redesign planning activities. To carry on this work a Regional Redesign Network was set up.

Forty-nine school systems indicated a desire to operate actively in the Redesign program and initiated individual Redesign programs. An additional 55 established a monitoring and observation role in order to assess Redesign with future active involvement contemplated. Toward the end of the year, the District Superintendents selected one of their districts with its component districts and proposed that it join the Redesign effort as an intermediate prototype. The degree of participation through the intermediate network has given evidence of widespread support in the State for total system reform.

Any total system reform program inevitably has problems and among Redesign's most identifiable would be:

1. Establishing credibility of the Redesign effort as a continuing State Education Department priority

2. Overcoming the concern that this was another form of attempted State Education Department domination of the local districts

3. Setting up a mechanism in the local districts to manage the change effort while at the same time carrying on the business of the school system

4. The difficulty of meshing new programs emerging from Redesign with continuing programs of innovation in the system without overwhelming the latter

5. The need to expand Redesign from a few people in each district to the entire community

In 1971-72, at the prototype and regional level, planning will be continued and expanded. The task forces will begin operation, e.g., the Evaluation Task Force will have instruments and procedures to help determine the effectiveness of the Redesign effort in terms of the 24 characteristics. Monitored programs will be developed. Continued emphasis will be placed on:

1. Dealing with the entire system

2. Developing strategies to change while effectively managing ongoing programs

3. Careful long-range planning

4. Program implementation related to long-range planning

The specific goal for 1971-72 is to have a long-range educational plan aimed at substantial and significant educational reform worked out for each prototype—and underway for the 49 schools in the Secondary Network.

THE REDESIGN STORY

Introduction

The "Fabulous Fifties" had many things going for them. There was rising prosperity and many people now owned TV. The Sputnik race was on and there was general consensus that the schools could give us the needed technological edge.

When they didn't, there were loud cries of more mathematics, more science, more content. At the same time there were those who warned that the scientific technological emphasis was stripping us of our cultural heritage; that we needed to be more concerned with the development of the whole child; that the development of the citizen was more than the molding of occupational cogs for industrial wheels.

The "Fabulous Fifties" boasted a goal-oriented youth, but there was increasing concern that youth was self-centered, apolitical, and uninvolved in the society at large. There were few critics of the educational system who were given serious consideration. The few who were heard generally stated that the schools were failing because they weren't doing what they had always done; teaching the 3 R's and solid academic subjects. There were too many frills.

In many ways the Fifties were "normal" times. There were no Berkeleys, no Chicagos, no assassinations. The drug problem, if it was thought of at all, existed only in the ghettos and very few people thought about the ghettos. The term Police Action applied only to Korea and was accepted by most of the nation as a rational approach to stopping the advance of communism. There was an abundance of acceptance in the Fifties. Students accepted the fact that everyone had to aim at something and that college was the way to get there. The depression babies and World War II veterans were completing college, going to graduate schools, and advancing in the jobs they had returned to, convinced that they were creating a world where their children would never have to go through what they had gone through.

Yet somewhere in that seemingly "normal," self-centered decade the seed of the ferment of the Sixties lay hidden.

Three years after we entered the Sixties, the promise of the Fifties seemed to disappear with the President whose goals had been the hope of many young humanists and minority group members. That President had offered the nation the first opportunity for the examination of the frame rather than the picture. McLuhan called it the electric world. "The young," he said, "want roles, not goals. — That is involvement. They don't want fragmented, specialized goals or jobs." The critics of the schools were heard more frequently in the Sixties and found greater support. Only now they were exhorting the schools to be more concerned with the totality of learning, rather than with isolated subjects and fragmented pieces of knowledge.

The critics were no longer talking about improving mathematics or science but of the failure of schools in general. Many of the critics earlier dubbed as radical, now became respectable, were given air time and space in conservative media, and were often joined by converted old liners. In their writings they took the schools to task for not taking into account the vastly different technological world for which they were preparing children and for the lack of emphasis on human values.

By the mid 60's, the schools and the nation had undertaken the job of "change." Innovation became the by-word of education. Millions of Federal and State dollars and lavish foundation grants supported a myriad of new programs. Team teaching, modular flexible scheduling, independent study, movable walls, small group instruction, interdisciplinary humanities courses, special teacher training institutes, programmed learning, computer-assisted instruction, and a vast array of new media contributed to the change effort.

But as the decade and the dollars ran out, so did many of the innovations. The protests of the earlier critics were joined by those of teachers, students, parents, and the society at large. The realization had come slowly, but it emerged clearly - the schools cannot function in isolation; they must be part of the total societal fabric; and, the schools cannot successfully change pieces of their operation without changing their basic structure. A redesigned education system, responsive not to the 20th century but to the 21st century, was needed.

In this climate, the New York State Education Department began, in 1969, an intensive reexamination of the State's elementary, secondary, and continuing education.

The time for doing this was right. The State had a newly appointed Commissioner of Education — Ewald B. Nyquist — who began to take a fresh look at what was happening in order to set goals for his administration. The Board of Regents and the Governor jointly established a Commission of distinguished citizens to undertake a far-reaching study of elementary, secondary, and continuing education.

Within the Department, these three areas were combined under one deputy commissioner, bringing together finance and management functions with instructional program activity.

Two task forces were formed to examine the S.E.D. (State Education Department) and its role as part of the State's educational environment. The Mission Task Force began to reshape and redefine the role of the S.E.D., while the Program Task Force attempted to develop appropriate approaches to carry out the newly emerging mission of the Department. (See Appendix A.)

After careful investigation of many suggested revisions and innovations which might contribute to the improvement of educational programs, a general conclusion was reached: The State could not design a system

of education that would be equally responsive to all its students. Neither could it develop new programs in specific areas, such as humanities, without creating the need for change in other areas. A new goal was emerging; the redesign of the entire system.

The Goal: Creating a New System of Education

Education in America today is organized by and large to pass knowledge and skill from one generation to another. It is assumed that past generations have the body of knowledge each new generation needs to function in society. There is, of course, considerable power in this approach. The fact that society has been able to make profound advances in the way it lives, the resources it has at its command, and the achievements it can produce, is largely a result of traditional education. New generations are able to build upon the learning and accomplishment of predecessors.

Though this approach to education is still widespread, educators have come to see serious shortcomings in it. For many people believe this approach does not of itself prepare people adequately to live in modern society.

The reasons:

> Society is creating new knowledge at an enormous rate and making obsolete much of what has been taught.
>
> Society demands that people not only have new knowledge, but the ability to use new knowledge effectively. People are valued because they can communicate their knowledge to others and relate it to what others know and do.
>
> Society demands that people have not only learned basic information but also have learned how to learn. People in a rapidly changing society need to be able to change vocations, to work with a changing array of technologies, skills, and people throughout their lifetimes.
>
> Modern society demands that people learn how to discover and value the contributions of others without becoming disturbed by differences in background, approach, cultural patterns, and levels of sophistication. Socialization capabilities are as vital as information, knowledge, and skills.

Thus, if education is to help people deal with society as it is evolving, to understand and be able to master the new dimensions of active life, it must equip people with the skill and joy of learning to learn, of socialization, and mastering change as well as equipping them with the knowledge and disciplines of our society.

This means some basic shifts in the character of education in New York State, for while the State's system has done a monumental job and has reached unprecedented heights in quality and effectiveness, it is not geared to the rapidly changing environment in the State today.

It succeeds mainly for the most motivated people with the highest intellectual capability but offers too few options to reflect the needs and aspirations of the full range of the population of the State. Thus, it develops too small a proportion of the rich variety of potential skills, talents, and abilities possessed by its people.

It is not nearly efficient enough — that is, it costs too much in terms of time, money, and resources, for the results it achieves.

These needs for change have long been recognized. Many efforts have been made to build new educational processes geared to meet these needs. There have been new curricula, new grade organization patterns, new ways of organizing staff, and even new ways of organizing entire schools.

Educators have not been satisfied, however, with progress in these directions. In some cases schools have not adopted new practices. Their educational processes are much the same as they were a generation or more ago. Students in these institutions see their education as less and less relevant to their lives.

In other communities, new approaches have had to compete with older patterns and have sometimes been seen as ancillary or diversionary.

In "progressive" communities new approaches have gone further. Yet, even in these institutions, students are often confronted with conflicting assumptions, methods, and practices.

Gradually, educators have come to see the need for more far-reaching and fundamentally restructured educational processes. Students should not be expected to direct their time and energy only following prescribed curricula. Rather, they should be helped to learn from experiences which can advance their ability to cope with life, widen their horizons, and gain skills.

Teaching plans must not just outline what a child is to be taught, but rather be designed in collaboration with students to provide what he needs to know when he needs it.

Tests should not be designed to measure just how much of a prescribed curriculum has been assimilated by a student, but rather they should permit practice of skills, increasing confidence, and preparing for real life situations.

The educational enterprise should not be judged and rewarded on the basis of how much information it has imparted, but rather, how far it has gone in preparing students to use their best skills and capacities, how

far it has prepared students to contribute to society, and how far it has gone in preparing people to deal successfully with all the variables involved in carrying out a productive life.

This means a redesign of education is needed which makes the ongoing development of people the central focus by mobilizing technical help and prescribed instruction. In short, experimentation should be used as ingredients in a developmental process shaped to meet each individual's unique needs, capabilities, and opportunities.

Such a system would be geared to support human development throughout a lifetime. It would operate continuously and permit continuous interchange of resources. It would be oriented to the future and develop capacity for one's future. Moreover, it would be geared for change. It would have methods of operation which utilize and reward imagination and expect initiative and fresh thinking from all segments of society. It would have methods and tools for anticipating future needs in time to respond to them, it would also have the organizational and managerial machinery which can keep ongoing operations moving, and would produce plans for the future and bring about orderly shifts of function and organization all as an integrated effort.

It would focus on using the community and all of life's experiences as the context for learning. It would permit people to be both learners and teachers at any time in their career.

There are some 24 characteristics which would describe the kind of education system New York State might strive to have. (See Appendix B.) It is the purpose of the Redesign program to take the first steps in testing and developing such a system of education in New York State.

The unique characteristics of Project Redesign were summarized by Commissioner Nyquist in a speech in May 1970.

1. Redesign is a strategy - one that adapts a comprehensive systems approach to planning.

2. There is a distinction between tactics and strategy:
   tactics have only a limited end in view
   strategy has clearly defined overall goals—is long-term

3. Strategy should include criteria for evaluating proximate goals and the tactics proposed to meet those ends.

4. Redesign means redesigning the total system of education. Everything is to be scrutinized.

5. Redesign means starting by looking ahead; that is, engaging in an analysis of the future.

6. All segments of the community, not only the administration and board, participate in this analysis of the future definition of needs and statement of goals.

7. All segments of the community participate in specifying the characteristics of the new system of education.

8. Characteristics represent goals as well as criteria for judging the progress of the district and for choosing among possible program components.

9. The emphasis on local redesign requires a different kind of community involvement.

(See Appendix C for full text.)

Redesign Strategy

Early in the planning for redesign it was determined that a three-pronged, simultaneous effort must be launched.

- The redesign process would be initiated in a number of typical communities in the State.

- The BOCES/Regional Center agencies, would develop capabilities to advance the Redesign process at the intermediate level, providing the basis for multiplying the impact of the initial district efforts.

- The S.E.D. would prepare to assume new and different responsibilities in its role of helping school districts to provide better schools and better education.

The Prototype Districts

Four major types of school districts were identified as being representative of New York State educational environments; rural, suburban, small city, and inner city (New York City). In an effort to gain experiences that could be passed on to similar districts, four prototype districts were selected; Cassadaga Valley, Greece, Watertown, and District #7 (Bronx), respectively. The State Education Department and the intermediate agencies concentrated their resources in assisting these prototypes to organize and plan for the kind of education which could prepare their students for life in the Seventies, Eighties, and beyond. Support was provided to muster community resources, stimulate community involvement, and develop management skills and processes.

The Selection Process

School districts throughout the State which had indicated an interest in entering into partnership with the S.E.D. in a redesign effort, were invited to Albany to further discuss the new program. Subsequently, teams from the Department visited each district. Students, staff, administrators, parents, representatives of the PTA, Teachers' Association, and community organizations were interviewed and attitudinal questionnaires completed. Classrooms were visited and activities on the playing fields and

and in the cafeterias were observed. Statistical and documentary data were gathered and studied.

The selection of District #7 in New York City perhaps best describes the process. The New York City designation was scheduled 7 months after the other prototypes to allow transitional time for decentralization of the city system, giving the S.E.D. the previous experience to draw upon in polishing the process.

The New York City Visitation Team held several planning sessions to develop criteria and visitation techniques.

Individual meetings were held with the New York City Chancellor, the President of the United Federation of Teachers, the President of the Council of Supervisors and Administrators, the President of the Community Superintendents, and the Chairman of the Community School Boards Association to inform them about Project Redesign and the impending selection of a prototype district.

A general invitation was sent to all the community superintendents and board presidents of the 31 decentralized districts in New York City to attend an informational meeting on Redesign.

In the nine New York City districts which were visited, the Visitation Team:

- Conferred individually with the Community Superintendent, the Chairman of the Community School Board, the UFT representative, and the CSA representative.

- Conferred jointly with all of the above to permit them to observe and analyze interrelationships. Frequently, the President of the Joint PTA Organization joined this session.

- Visited classes, sometimes including discussion with students (optional).

Following their visits, each team member completed a form giving his view of the school district's overall philosophy and vision, analysis of resources, perception of obstacles, the district's proposed methods of implementing redesign, the human interrelationships, and the leadership.

District 7, located in the Southeast Bronx, with approximately 30,000 students was the unanimous choice of the Visitation Team.

After District 7 was invited to become the New York City prototype in March 1971, four meetings were held to inform representatives of the district about the goals and responsibilities of redesign, and to give the Community School Board an opportunity to determine local desire to serve as a prototype. These meetings included the community board of education, community and educational leaders of District 7, teachers, a representative of the New York City Board of Education, the administrative staff of the Community School Board, and parents from the local district.

Finally, the Community School Board voted unanimously to accept the invitation to become the prototype district.

Goals for the Prototypes

There were five major goals for organizing and launching redesign in the prototype districts:

-- to have established an initial community apparatus to manage redesign

-- to have initiated community stimulation programs to acquaint people throughout the community with the basic aims of redesign and the fundamental principles upon which the program is based

-- to have identified some initial planning projects which can utilize both community and school people

-- to have established methods for internal communication and documentation of the redesign process

-- to have established working relationships and tangible work assignments for the local Regional Centers and BOCES to support the local district's redesign effort.

Cassadaga Valley

One hundred and forty-four square miles of beautiful, sprawling countryside, the Cassadaga Valley school district encompasses four villages and serves 1800 students. Relatively untouched by the problems of student dissent or racial strife, its troubles are those of rural America; sparse population, the emigration of its young people, and a declining agricultural economy with no new generators of wealth. Its limited tax base and small high school enrolment place critical economic constraints on the scope of the school program.

In addition to typifying rural districts, Cassadaga Valley was selected as a prototype because:

- Both the chief school officer and the board of education had demonstrated an interest in improving the system and undertaking major change. Cassadaga Valley was one of ten districts in the country participating in a comprehensive drop-out prevention program. In addition, they were seriously at work on the individualization of instruction and regrouping of students.

- The teaching staff was receptive to participating in a change effort.

- The community generally supported educational leadership.

- There was an excellent relationship with the State University College at Fredonia.

Since community involvement and participation are vital ingredients of the redesign program, Cassadaga Valley provided early for the election of a number of redesign committees.

- A citizens committee of 16. Four citizens (3 parents and 1 nonparent) elected from each of the four villages within the district.

- A students committee of eight. Six were elected and two appointed. The appointments were made to secure representation of those students who might not normally be elected by their peers.

- A committee of 10 from the nonteaching staff. Custodians, bus drivers, secretaries, cafeteria workers, and paraprofessionals.

- A teachers committee of 16. Elected representatives from all buildings in the district.

The chairman and vice-chairman of these committees, together with the chief school officer, a BOCES representative, the local redesign coordinator, and the S.E.D. coordinator became the redesign planning council. The council meets regularly with a management consultant to determine redesign strategy.

One of the first needs realized by all the prototype districts was that old management structures and techniques were not capable of dealing effectively with change. Almost immediately, the S.E.D. made a management consultant available to work with each of the redesign prototypes. With this needed resource, Cassadaga Valley successfully began to develop its work plans, to redefine and adjust some administrative roles, and to spread the base of involvement in decision making. Gradually the idea that change is something to be planned, not reacted to, took hold.

Strategy for Cassadaga Valley

In addition to the redesign committees and the planning council, a number of study groups and task forces have been formed to examine specific areas of concern. Initially, drawing their membership from the various committees, the task forces plan to attract additional members to broaden participation in redesign.

Cassadaga Valley's overall strategy recognizes that no amount of organizing, training, planning, or pressure will result in tangible progress in valid new directions. Only experience in the successful planning and carrying out of small change projects can develop the confidence and know-how to undertake major change. Accordingly, the end

of the first year of redesign saw Cassadaga Valley teachers submitting ideas for new program or curriculum elements — not to the principals or chief school officer — but to the Planning Council. The council selected the most promising three and during the summer a new teaching and/or learning module will be developed — not by the teacher but by a task group of teachers, students, and citizens.

Community Stimulation and Education

One question is raised more frequently than any other about the redesign process. How can lay citizens and students successfully identify needed change when professional educators admit only limited accomplishment? Obviously an element is missing — additional resources must be provided for educator and citizen alike. The wealth of contemporary thinking in areas like futures forecasting, new problem-solving techniques, organizational development and systems analysis, as well as in education, architecture, human development, etc., must be marshalled and injected into the redesign process.

Cassadaga Valley brought a consultant into the community — a futurist who conducted an eight-session workshop for the members of the redesign committees. Although the long sessions required a good deal of reading and participation, the dropout rate was negligible. Students, teachers, administrators, and citizens were fellow students in a common endeavor, reacting to each other in a new way — as equals. There was little doubt that a new respect among the participants resulted.

Since the number attending the workshops was limited, ways were sought to expand this experience to other people in the community.

The S.E.D. responded by making its Community Communications Consultant available. Initial exploration with members of the Planning Council and the management consultant for ways of getting the word out, resulted in the formation of a communications subcommittee. Workshop sessions were video-taped, audio-taped, photographed, and written records were kept for news releases. Students, citizens, and teachers will edit and condense the material for the most effective dissemination. A mobile community communications center is being planned to carry the final "future" package to each of Cassadaga Valley's four towns, as well as to serve other communication needs.

Other efforts to stimulate thinking about the redesign of education included participation in State and regional conferences. The Association for Supervision and Curriculum Development Annual Conference was perhaps the most successful with its theme of Redesign and addressed by such notable people as Commissioner Nyquist, Assistant Commissioner Haake, Milton Young, and Charles Silberman.

District #7 - Bronx

Its 30,000 students (65% Puerto Rican, 30% Negroes and a sprinkling of other groups) go to school in an area of 5 square miles — scarcely bigger than one of Cassadaga Valley's towns. Years of governmental neglect combined with the strains of changing ethnic patterns have brought a concerned community to the edge of patience. They know that the old structures have not worked for them. No need here to stimulate apathy to action. The administration is truly responsive to the Community School Board which in turn is truly a creature of the community and all are genuinely focused on helping their children.

While it is too early to discuss redesign in District #7, a number of interesting factors already indicate the need for a different approach.

In addition to its concerned community, the district has the advantage of its recent organization. Established structures and roles have not yet begun to harden. There is a willingness, indeed an urgency, to explore and reexamine. Although there is an unusually high degree of mutual respect and cooperation among community and educational leaders, perhaps it is the children themselves who offer the strongest chance for successful redesign.

The sincere desire of everyone to provide a better education for the children is the catalyst which can neutralize ethnic, political, economic, and social tensions.

In this climate the S.E.D. will need to put forth great effort to provide the kind of highly skilled human resources which can channel and structure the community's energies and concerns into a successful change effort. In the development of such S.E.D. competencies lies the hope not only for District #7 but for inner city students throughout the State.

Greece

Typical of the fast growing residential areas that mushroomed around our cities after World War II, the Greece "community" is defined primarily by school district lines. The parents of its 13,000 students are found on every rung of the occupational ladder in Rochester's industries such as Eastman Kodak and Xerox. Their educational concerns are widely divergent and their loyalties focus on the neighborhood school, rather than on the district.

Greece seemed to be at once the most likely and the least likely candidate for redesign. The most likely because so many of the anticipated end products of redesign had already been initiated by a forward-looking board and administration: modular flexible scheduling, minicourses, a wall-less school, an interdisciplinary humanities curriculum, hands-on process science in the elementary school, well developed library and media programs, a computer-based math assessment program, a broad and varied continuing education program, and citizens advisory

committees on many aspects of the educational system. It was the least likely because the problems were so difficult to define:

- a growing dissatisfaction on the part of the community with all the changes, based equally on lack of understanding, and on concern over the rising costs; where was the return on the 20 million dollar budget?

- a growing conviction on the part of the educators that more efficient management processes were needed to coalesce the isolated pieces of change into a comprehensive planned education system.

Basing its decision on the known loyalty of the people to their home school, the Greece Board of Education gave the Parent-Teacher Association in each building the responsibility of establishing redesign units in their subcommunities. These groups were to define educational goals and make recommendations to the Board for achieving them. Understandably, levels of progress varied tremendously, depending primarily on the quality of leadership available to each group. Within 3 months it became apparent that:

- the assignment was too broad and the necessary resources were not available

- in most instances the redesign groups were not able to broaden their membership to include sufficient representation of teachers, students, parents of private school students, and citizens with no school age children

- a coordinating mechanism was needed.

During this same time period, an ad hoc planning group composed of the superintendent, the assistant superintendent for instruction, the president of the teachers' association, a board member, a representative from the State University College at Brockport, the local and S.E.D. coordinators, and the management consultant were wrestling with the problem of how best to organize for redesign without forcing a structure on the community. By the time the redesign units sought help, the planning group was able to suggest alternatives.

By the end of the year, the management organization for redesign in Greece had developed like this:

- Community Redesign Council made up of two representatives from each redesign unit. The CRC was successfully strengthening weaker units and providing needed coordination. Ways of broadening the participatory base were being actively explored.

- Planning Council developed from the ad hoc group and expanded to include representatives of the principals, nonteaching staff, Regional Center, and Community Redesign Council.

- Active community redesign units in each school as well as a new unit organized through the Continuing Education Advisory Council.

Two other groups, the Teachers Committee To Increase Involvement in Redesign and the Superintendent's Student Advisory Committee still need to be firmly linked to the redesign effort.

Strategy for Greece

As is the case in Cassadaga Valley, Greece is focusing on gaining experience in planning and carrying out small change projects to create the readiness and capability for major changes. The goal in Greece is to make the transition from unilateral administrative action to a true partnership undertaking with the community. In addition, each recommendation or suggestion will be carefully analyzed to determine its relationship to the overall goals.

Everyone agreed that faster, more frequent communication was the needed first step. Accordingly, the Community Redesign Council has established an FM station feasibility study committee as one of its first forces.

Community Education and Stimulation

In order to thoughtfully address the question, "What should be the goals for education in the Seventies, Eighties, and beyond?", the community units needed a systemative technique which would help them focus on the big issues rather than on the routine problems of homework, bus schedules, and report cards. Two resources were made available: one, an outside consultant suggested by the S.E.D. who had developed just such a technique, and, two, a district resident equally skilled in the systematic approach to problem solving. Working with teachers, residents and students, these men have trained a cadre of about 15 people who will be able to work with groups throughout the community during the coming year.

Other education and stimulation activities included a trip to Mott Foundation Sites in Flint, Michigan, by a representative group to study the Community School concept there, the development of Community Unit Redesign Libraries, and preliminary plans for establishing a Redesign Center in a local shopping center.

Watertown

This staid old city is as compact and established as Greece is flung out and growing. Although still the commercial hub of miles of semideveloped wooded North Country, Watertown's population stabilized as the big paper

mills moved out. Much of the life of its 7,000 public and 2,700 private school students, as well as that of the rest of the community continues to revolve around the traditional square, but increasingly the city is reaching out and shopping centers and theaters are springing up on the periphery of the city.

In addition to the criteria cited for the other prototypes — a change-oriented superintendent, cooperative board-administration relationships, teachers committed to continuing development — Watertown offered a number of unique prototype characteristics. Many of the smaller districts in the North Country look on Watertown as a leader, motivating the city to develop that position and providing the S.E.D. with a possible quick multiplier. In addition, working with compact, centralized agencies and services offered an excellent opportunity to test the concept of the total community as educational environment; and the opening of a new intermediate open school was only a year off, assuring that at least some of the new wine would not be poured into an old cask. Finally, the city had initiated an outreach program serving preschool children in their homes and a primary level project in open education.

The initial planning for the redesign effort was undertaken by an ad hoc committee of the superintendent, central office staff, a number of principals, president of the teachers' association, a member of the board, and several residents. Their primary purpose was to determine the procedures for establishing the Redesign Council. In organizing the 150-member Redesign Council every effort was made to include all segments of the city. Representatives from all community action groups were invited. In addition, at-large appointments were made to assure comprehensive membership. Students and teachers were also included.

At their first meeting in January, the superintendent, in response to the Council's request, appointed an ad hoc committee of council members who were to develop a plan for the organization and working structure of the Council. Their plan called for the election of a steering committee made up of members of the council who wished to nominate themselves. Letters were sent to all council members reminding them that the task would require a considerable amount of work and time. If, after due consideration, any member would like to serve on the steering committee, they were invited to nominate themselves, and return the form to the ad hoc committee.

The ad hoc committee nominated itself practically in toto.

So did four or five students.

Many nominations were expected. About 36 were received.

There was a good deal of discussion at the second meeting of the ad hoc committee as to whether it was advisable for students to be on the steering committee. Wasn't having them on the council enough? It was decided, in fairness to the students, to compromise by setting aside one permanent student seat on the 13 member steering committee. A ballot with 32 names was presented to the Council at the next meeting.

Although this was not a bad plan, what actually happened was better.

At the big meeting, the 32-name ballot (minus the student names) was explained and the students informed that they could decide among themselves who would occupy the student seat on the steering committee. Then everyone voted for the candidate of his choice for a seat on the steering committee (for perhaps the shortest term of office in history - one coffee break). For this was during the coffee break, while the votes were being counted, that the first murmurs of discontent were heard. By the time it was over, there was a student protest to contend with. The students felt they were not being treated on an equal basis. When they were reminded that they were guaranteed a seat on the council, they pointed to this as the example. They said they no more wanted to be discriminated for than against. They were reminded about the amount of work that had gone into this plan and into the election. There was a decided hesitancy to go through it all over again. The students had the answer. "Let us do the work." It is to the credit of all concerned that they agreed to let the students arrange a more agreeable plan. The election was consequently declared void.

Working with the local coordinator and a regional center representative, the students prepared new self-nomination forms, this time asking all candidates including students, to submit a paragraph explaining why they should be on the steering committee. The material was compiled and sent out to the Council, giving members the opportunity to think about their choice. When the votes were finally cast and counted at the third council meeting, a new group had been elected, many of whom will be doing this kind of work for the first time. Three of the thirteen seats went to students.

The subsequent work of the Steering Committee testifies that the process worked. Plans have been made for film, video, and audio-taped documentation of the redesign process. The idea cards, initiated early in the year to provide all residents with an easy channel to communicate with the schools, are being processed, analyzed, and answered. So far most of the cards have been submitted by students and a number of restrictions have been modified. The Redesign Center on the Square is expanding its role as a community communication center and developing new relationships with local radio, newspapers, and television agencies.

As the community group was carrying its work forward, a redesign strategy committee was formed to assure that the administration and community remain partners in the planning process.

This advisory committee composed of the superintendent, two assistant superintendents, a board member, a regional center representative, two community redesign council members, and the local and S.E.D. coordinators has the guidance and counsel of a management consultant in working out its long-range plans, as well as near-range activities. The advisory committee has suggested several areas of collaborative work to the

Redesign Council, and task forces have been established in communication, representation, attitudinal survey, stimulation/education activities, building utilization (including redistricting, the extended school day and/or year), community resources for the instructional program, and a demographic survey. A committee cutting across the membership of all other committees is working on long-range goals and objectives.

Community Stimulation and Education

Three consultants have contributed to Watertown's effort to examine the future. Four sessions were conducted in December for school staff and community people (many of whom were to become Council members) focusing on the need to bridge the present gap in education between technocracy and humanism. School administrators and a number of council members participated in a workshop on goal setting and change management. And the same consultant employed by Greece demonstrated his systematic process for goal setting to administrators, several council members, board members, teachers, and students over a period of 6 days.

Observations on the Prototype Experience

In some ways events of the past year exceeded our expectations; in others we lag behind where we had hoped to be. Redesign personnel in the prototypes and S.E.D. have mastered new techniques and skills more rapidly than anyone anticipated. Written work assignments, conference plans, work plans, and regular reports have helped to make change manageable. Group process and consultant skills have been developed to the point where more productive work results from the involvement process than often resulted from the old style unilateral action. We have learned much about how to involve and stimulate the community, the kinds of training that are needed, how to communicate more effectively, and how to document the process. The S.E.D./District relationship is truly becoming a partnership.

We are still struggling with the development of an adequate readiness assessment instrument and relevant evaluation measures. The big job of developing new kinds of capabilities and winning acceptance of new objectives in the S.E.D. has moved at an agonizingly slow pace, often resulting in a double S.E.D. image in the field.

Yet there were some hopeful side effects in the prototype districts. In Watertown, the interest and involvement in school board elections this year surpassed the usual levels. There were more candidates for board membership and more community discussion about what's happening to our students.

In Cassadaga Valley, redesign discussions permitted many people to gain a glimpse of the future and this may account for the good support on this year's budget in contrast to a defeat in 1968.

By June 1972, each prototype community should have conducted sufficient planning studies to have a general view of the changes expected in its community in the future, the new requirements for its education system, a new general sense of mission for education in that community, and a tentative set of major change objectives.

By June 1973, each district should have completed sufficient program planning to be ready to begin to carry out some new program changes which have resulted from joint community planning studies. Overall goals will have been reviewed and reshaped.

During the period 1971-73, the districts will have carried out sufficient internal organization or management improvement to be able to carry forward their day to day operations, their community planning efforts, and their new program development efforts simultaneously.

During this period, the State Education Department will have developed sufficient experience in assisting this undertaking to have clearly defined the methods, skills, personnel, tools by which the S.E.D. can provide successful efficient services to aid community-wide redesign. The S.E.D. will be able to judge how approaches used in the redesign prototypes can be compared to other approaches developed in the State and through the Redesign Network, and to make valid judgments about how to develop capabilities to support community-wide development efforts on an expanded scale.

The S.E.D. Role in Redesign

One of the most important aspects of the redesign effort is the effect that the process will have on the S.E.D. itself.

Traditionally, the Department has been the definer of goals, the setter of standards, the enforcer of regulations and laws on education. While these traditional functions were effective in the context of older educational structures, under Redesign a change of role becomes necessary. Not only will new regulations and laws be needed, but new modes for developing standards and goals must be sought. As local districts assume greater responsibility for shaping their own educational destinies, the State's supervisory function will begin to diminish and re-emerge as a stronger support function.

The major components of the Department's redesign effort are:

- To provide resources and support for the prototype districts and the regional redesign effort.

- To plan a strategy for reshaping the Department role and capabilities for greater effectiveness in the new system of education.

- To evolve with the legislative and executive branches of state government a new pattern of laws and regulations.

- To win wide support from the people of the State for the new system of education, a system which will be an educational environment relevant to the last third of the 20th century and beyond, at a price within the means of the people.

The State Education Department Organization To Manage Redesign

The Executive Redesign Council is the key policy-making body for redesign in the State Education Department, as shown in the organization charts in Appendix D.

The Assistant Commissioner for Instructional Services is chairman of the seven-member Council. A Statewide Coordinator, who reports to the Council, is the executive officer for redesign. He coordinates the efforts of the four prototype districts, the S.E.D. coordinators, and the Regional Center Network, in addition to being the general administrator for the program. Members of the Council act as internal consultants and advisors on redesign to the various parts of the Department.

Recently, in response to needs expressed by the prototype districts, five task force chairman were named to provide help in the areas of Readiness Identification (assessment), Communications, Evaluation, Administration, and Training and Education.

The redesign program is also served by an historian, a community communications specialist, and a firm of management consultants who work closely with all facets of the operation (See Appendix E.)

The Work of S.E.D. Coordinators and Consultants

The S.E.D. Coordinator is one of the key participants in the entire redesign process. The coordinator provides insights about the redesign process to the district, assists the district in identifying needs and in locating appropriate resources, and helps to keep the overall aims of redesign in perspective. In addition to serving as a unifying force among all aspects of the district's program, the coordinator provides a vital communications link with the S.E.D., making the necessary feedback and dialogue with the district possible.

The S.E.D. Community Communication Consultant works closely with the prototypes, the coordinators, and the Executive Redesign Council. He serves as a general communications coordinator and also assists districts to mobilize local media.

The management consultant firm provides assistance in developing strategies for carrying out the overall redesign effort, and in generating methods and tools for organizing the undertaking. They also help in the development of work plans and work assignments. Working

closely with the prototypes as well as with the leadership in the S.E.D. (both within and without the formal redesign structure), they have provided the tools for the management and control of the undertaking. Four consultants have worked with various facets of the operation; setting goals, devising and implementing plans, and providing auxiliary management skills.

It should be noted that S.E.D. personnel involved in redesign have volunteered their services,and are simultaneously carrying out other Department assignments. Although official endorsement has been given to free the redesign staff for a specified amount of time (from 50% to 100%), many of them are still putting in many extra hours. Hopefully, this will help integrate redesign into the ongoing work of the S.E.D. (See Appendix F for a listing of Redesign personnel.)

The Regional Redesign Network

It was recognized from the beginning that redesign could not advance one district at a time. Not only was the time required unrealistic but the S.E.D. could not hope to concentrate its resources on each of 750 districts as it was doing in the prototypes. What was needed was a multiplying intermediate agency, closely tied to the S.E.D. and the schools in a defined region which could advance redesign, even as work in the prototypes was proceeding.

The sixteen Regional Centers (later the combined BOCES/Regional Center configuration) seemed to provide the needed intermediate link. The Regional Center staffs already had a great deal of background in planning and in the management of change. There were well-established relationships with local school districts and there were close ties with the Department's Center for Innovation and Planning. At the same time,the Directors of the Regional Centers had determined that they would focus their work on one of the Department's top priorities. With the appointment of an S.E.D. Regional Redesign Network Coordinator, the partnership was begun.

Six tasks were outlined for the Network:

- To begin to stimulate,regionally, thinking about total system planning for the future of education
- To disseminate Redesign information, materials, and learnings to all private and public schools regionally
- To begin developing a secondary network of Redesign schools
- To create an organization and management mechanism for linking regional Redesign with the S.E.D.

- To focus on and respond to the needs of the prototype district, if one of the four was in the region

- To make the resources of the total network available to the prototype districts when possible and needed.

To organize for this work, not only was the Network established and the S.E.D. Coordinator designated, but one staff member of each Regional Center became the Regional Redesign Coordinator. A management team of three Regional Center directors, three redesigners, and the S.E.D. Coordinators developed the first 6-month work plan for the Network effort. A new management team of one director, two redesigners, and the S.E.D. consultant was elected in April.

The Relationship to the S.E.D.

As is true of all aspects of redesign, the Regional Redesign Network reports to the Executive Redesign Council through its Coordinator. Coordination of S.E.D. and Network efforts has also been provided through shared training activities, conference participation, and initiation of joint task force efforts in evaluation, assessment, and communication.

The Relationship to the Prototype Districts

The role of the Regional Center, especially in regions serving a prototype, presented one of the early problems of redesign. In retrospect it seems that much needless time and energy were consumed in struggling with the very natural, but opposing, views that the prototype districts should be the sole recipients of S.E.D. and Network resources versus the keen obligation the Regional Centers felt to develop redesign readiness throughout the region. As might be expected, a number of patterns ultimately developed. The New York City Regional Center is working exclusively with District #7. In Watertown, the regional redesigner is one of the strongest members of the strategy committee, functioning in the nature of a consultant. To his on-the-spot availability (the Regional Center is in Watertown), his knowledge of the community, his skill in working with small groups, can be attributed a good share of Watertown's progress.

In Greece, Regional Center staff make valuable contributions through membership on the Planning Council, as well as working closely with the district in the area of evaluation. A member of the Regional Center was part of the group which visited the Community Schools in Flint, Michigan, and a number of joint training sessions were undertaken during the year.

Cassadaga Valley is presently analyzing the first draft of a community readiness assessment survey prepared by the Regional Center.

Regional Redesign Network Accomplishments

In almost every region, school districts have been identified as redesign districts. (See Appendix F.) Initial readiness has been identified and/or created and planning and involvement strategies begun in 48 districts. In addition, the Redesign Network has established its own management system and developed a research and evaluation team, a library resource pool, and an internal and an external resource identification process. The Network has also cooperated with professional organizations in the State in planning and conducting Redesign workshops. Through its dissemination activities, the Network has effectively informed a quarter of a million people about the progress of Redesign in New York State. The merging of the Regional Centers and BOCES will provide an excellent opportunity to determine the nature and extent of services and skills which local districts undergoing comprehensive redesign need, and how intermediate agencies can best provide them.

A Final Thought

How committed are we, the State Education Department, to the redesign of our educational system?

> "Our goal is to help the districts in the State create new systems of education in harmony with the needs and requirements of the '70's and beyond."
> (E.B. Nyquist - February 1971)

> "We are looking to the redesign schools to lead the way toward a more humanistic educational system."
> (E.B. Nyquist - May 1971)

> "We are in dead earnest about this long-range effort to effect major changes in every school district in the State of New York."
> (E.B. Nyquist - June 1971)

Appendix A

PROSPECTUS ON REDESIGN

New York State Education Department Program Task Force
(May 1, 1970)

INTRODUCTION

This document presents a capsule summary of the major conclusions to date of the New York State Education Department's Program Task Force. Members of the task force have been meeting regularly for more than a year, reviewing current educational programs and practices and searching for ways to make educational experiences more responsive to conditions which currently characterize the lives of the citizens of New York State, and to some of those which are likely to characterize their lives in the future.

Members of the Program Task Force believe that an approach has been identified which holds promise for achievement of the objective of more responsive educational systems: total Education Redesign. We believe that each community must scrutinize every aspect of its current education system and engage in a rethinking process which will enable it to design and implement its own new system of education. This assertion of a need for total Educational Redesign is based upon agreement among task force members that present educational experiences will not insure that the citizens of tomorrow will be prepared to live successfully in New York State and the world of the near and distant future.

The task force has attempted to look into the future to discern the kind of society which is likely to exist 10, 20, and 30 years from today. We have tried to determine the capacities which individuals will need in order to have the opportunity for a full and participatory life in that society. Finally, we have attempted to envision the kind of education system we must begin to build today if present and future citizens of the State are to have the capacities they will need.

The new education system will be comprised of a series of multifaceted community education systems, differing from each other in many aspects, but sharing certain broad goals. Each will be an individually oriented system which seeks to produce in its participants:

-- a good self-image

-- a sense of potency and power about their lives and their futures

-- a meaningful mission in life

Building a new education system will require boldness and imagination on the part of its designers. Members of the Program Task Force believe that members of this Department, staff members in local school districts, and other citizens of the State have these qualities. We ask the Steering Committee to join us in committing the Education Department to a role of leadership in educational redesign.

A GLIMPSE OF THE FUTURE

In order to be a truly viable, responsive, and accepted social institution, a community owned and operated education system must focus its attention on the future. The Program Task Force has spent a considerable amount of time attempting to envision the social context within which today's students will be functioning as adults 15 to 30 years from now. Each community seeking to redesign its education system will have to go through the process of looking ahead, but the task force has developed a sample list of generalized characteristics which picture life in the future. The list which has been developed is by no means exhaustive; moreover, only a few illustrative characteristics are mentioned here.

In the decades immediately ahead, people will use computer services as routinely as we use telephones and television today. Computer-stored "data bases" will provide vast sources of information, and information stored in this manner will represent a form of publishing. Individuals will be able to access computer data files as readily as they now make withdrawals from traditional libraries.

A great deal of cognitive knowledge will be transferred through individual, self-pacing video systems; individuals will have much greater opportunity to exercise personal choice with respect to what they view and learn via such systems. Learning will become less "subject" oriented and focus on developing interdisciplinary solutions to human problems.

Creative technology will be as much in evidence in people's personal lives as it now is in their industrial lives, yet much greater priority will be given to personal, interpersonal, and aesthetic values within this technological context.

The development of problem solutions by "experts" will be deemphasized; people will have more opportunities to participate in decisions which affect their lives. There will be an increase in social systems which operate on a basis of leadership and a decrease in those which operate by authority.

THE NATURE OF AN EDUCATION SYSTEM

Task force members next turned their attention to the question of what characteristics an education system must have in order to assure that the individuals who experience it will be prepared to function successfully in the type of environment suggested by the foregoing. Again, the list of characteristics which was developed by the task force is not purported to be all-encompassing and those included here are only representative.

In a responsive, need-based educational system, students are given opportunities to:

-- engage in independent study and individual searches for knowledge

-- develop skills for using new informational devices

-- participate in interdisciplinary learning which emphasizes analysis, planning, and the application of information to the solution of human problems

-- shift from a focus on knowledge as an end in itself to the creation of knowledge-based models representing the environment and man in relation to his environment

-- participate in more creative activities and in original forms of planning

-- increase their ability to develop positive self-images, to operate in groups, to participate in decisions affecting their lives, and to exercise leadership

-- choose from a wide variety of alternatives

-- operate in a cybernetic system

We believe that an education system which possessed these characteristics would have maximum potential for producing in its participants a variety of desirable abilities and capacities. Some of those judged to be important by members of the task force are:

-- a balanced utilization of all the senses

-- consciousness of abstracting

-- loving and being loved

-- performing artistically

-- aesthetic awareness and appreciation

-- curiosity, creativity, originality

-- productivity and taking pride in producing

-- setting own goals, exercising initiative, functioning independently, and self-discipline

-- awareness of alternatives and choosing intelligently

-- effective communication

-- feeling compassion

-- perceiving, understanding, respecting, and accepting self and others

-- understanding and being comfortable in environment

-- effective employment

FAILURES OF THE PRESENT SYSTEM

There is ample evidence that the present education system, in spite of the numerous changes that have been attempted within it, has failed in many respects to provide an educational setting which prepares people for productive and satisfying lives.

Student motivation is insufficient and the system screens out students who cannot adjust to it, with the result that 50,000 individuals drop out of New York State public schools each year. Large numbers of students become adults who are not maximally self-supporting; many others achieve economic independence through activities which damage rather than contribute to the common welfare. Individuals frequently do not adapt readily to the constant change which characterizes life in 1970.

Most educational programs are based on prescribed learning with little relationship to student choice. Schools are organized and scheduled largely for administrative convenience; teaching methods are inflexible.

Taxpayer groups raise legitimate questions about inadequate use of multimillion dollar school buildings and about constantly increasing costs without improved education. Many citizens are rejecting the education system as antiquated, inefficient, irrelevant, and wasteful of economic and human resources. It is clear that changes in the education system have not kept pace with changes in the larger social community.

Yet in the last 50 years, and especially since 1945, many changes have been initiated in our schools. Among the better known innovations are compensatory programs, laboratory and experimental schools, new curricula, new grade organization patterns, increased specialization in staff, extended school years, special summer programs, flexible and modular scheduling, "community controlled" schools, educational television, and computer assisted instruction.

These innovations have not had any substantive effect on the outcomes of educational programs because each has eventually been swallowed by the system. Their effects have been virtually indiscernible because they represent very small changes indeed in relation to the magnitude of the total system. New concepts have been single lines in massive budgets, frequently deleted in budget squeezes or at least relegated to permanent "experimental" status by a lack of substantial fiscal support.

AN ALTERNATIVE

Since "patch" or "add on" solutions have failed, the Program Task Force believes that the most realistic answer is to attack educational problems comprehensively by bringing the entire system into question. Total Educational Redesign requires an assumption that no aspect of the present system is sacred. It involves acceptance of the fact that the mission of education is changing and, consequently, we must reconfigure the institution responsible for carrying out that mission.

We believe that a new system of education, a learner-responsive system which respects the learner's goals and abilities, can be developed in New York State through a process which will enable each community to design and implement its own education system. We believe that each community system, however unique in its approaches and procedures, should be built around need-based characteristics such as those identified by the task force and illustrated earlier in this document.

The process through which a community can redesign its education system involves a thorough identification and analysis of community goals and values, and discernment of the nature of the community's future in as penetrating a manner as possible. The Education Department, charged with leadership responsibility for education in New York State, can facilitate educational redesign in at least two important ways. First, it can create a climate in which the required process can be initiated. Second, it can meaningfully commit its extensive resources to assisting communities in accomplishing the task.

CAPACITY OF THE STATE EDUCATION DEPARTMENT

The Education Department has strength in three major areas which can support educational redesign: staff, personal commitment, and financial resources.

New York State has the depth and scope of personnel needed to undertake a major redesign of education. We have the most comprehensive education department in the nation, with specialists in every field of education. New York's Education Department has long been considered a pace-setter, and many of our staff members are nationally recognized leaders in their fields of specialization. In addition to the more than 500 professional persons in the Education Department, there are tens of thousands of educators in local school districts, regional centers, and colleges and universities who will form the primary corps of manpower needed to assure successful redesign programs.

Recently, within the Education Department, a number of persons have seriously committed themselves and their resources to the redesign effort. Currently, more than 80 staff members are working on educational redesign, with some devoting as much as one-third of their time to the effort. In the main, these individuals constitute the Program Task Force and Redesign Teams A and B.

Similarly, there has been a ground swell of interest in the field. More than 40 local educational leaders have asked to participate in the exploration of the concept of redesign. Twenty-five superintendents and school board members met with Department personnel to identify criteria for locating possible redesign districts, and reaction to redesign presentations at other meetings has clearly indicated that many other educators are excited about and support the redesign concept. Several communities have indicated that they intend to initiate redesign processes whether or not the Education Department is able to assist them.

It is the opinion of the Program Task Force that Education Department and field personnel have the basic capabilities and can be trained to successfully achieve total educational redesign, with the aid of competent consultants who are experienced in redesign and in group process techniques.

The financial resources that will be required to assist a community with educational redesign are substantial, yet small in relation to the total cost of education and the potential value of the results of the investment. The majority of developmental and pilot monies can come from sources outside the Department, but Department funds are needed now to establish an operating program within the Department which will allow the greatest possible chance for success of local redesign efforts. The Department's total allocation of funds need not be increased significantly because of the redesign effort, but it is likely that some reassignment of allocations and resources will be required.

RECOMMENDED ACTIONS

The Program Task Force recommends the following actions for consideration by the State Education Department administration in support of educational redesign:

1. Actions Directed at Creating a Climate for Redesign:

   -- clarifying the chain of command for securing rapid decisions on emergency tasks, and for policy interpretations and changes

   -- securing public commitment to the redesign concept from the Board of Regents through a policy statement or position paper

   -- involving the Division of the Budget, Department of Civil Service, Legislative units, and other agencies whose activities will have impact on the State's ability to accomplish educational redesign

   -- mounting a serious public relations effort in support of redesign through the use of radio and television programs, Department publications, newsletters and news releases, periodical articles, and conference speeches by Department personnel

2. Actions Involving Commitment of Resources

   -- providing full-time leadership for redesign at the Assistant Commissioner or other nonstatutory level

   -- encouraging administrative flexibility for reassigning existing bureau and division staff to receive training and to work on redesign tasks

   -- initiating redevelopment activities for personnel

-- providing, on a contract basis, full-time support staff for the redesign program

-- devoting office space, equipment, and materials to planning and operational redesign tasks

-- seeking adequate funding to assure implementation of the redesign program by reviewing assignments of Title IV and Title V ESEA funds for 1970-71 and unallocated State administrative funds in November-December 1970; and approving regular budget administrative and local assistance requests for redesign support in 1971-72

A FINAL WORD

Total educational redesign will be a massive undertaking, but members of the Program Task Force believe that the need for redesign is a pressing one, and that Education Department and field personnel have the ability and the desire to accomplish the necessary tasks. We urge you to join us in getting on with the job.

Appendix B (As developed by the Program Task Force, N.Y.S.E.D., 1970)

Characteristics of a New System of Education

1. The New System of Education ensures that everyone in the community has the opportunity to be a student or staff member at any time during his life.

   Rationale: Learning is continuous throughout a person's life. Each member of the community who has learned something can be a resource (staff member) to help others learn. Every member of the community must be given the opportunity and encouraged to continue to learn (student) and to help others learn (staff member).

2. The NSE manages learning resources under its aegis and coordinates all learning experiences using community resources. Resources are continually added and subtracted.

   Rationale: Each community assigns a specific set of functions to its education system. They are usually those not carried out by other institutions in the community. When resources utilized in learning are found to be ineffective based on actual use, the educational institution should reject them, while adding new resources as they become available.

3. The general community is encouraged to use educational facilities and resources. Facilities are open, convertible and flexible; resources are easily available and responsive.

   Rationale: Availability of facilities for a large variety of uses increases their economy, effectiveness and efficiency. New uses for facilities may be required as programs are added and changed over the years.

4. The NSE is self-renewing.

   Rationale: Since *change* is the only sure characteristic of the future, a system which is to be responsive must be self-renewing. The problems besetting society today reflect the problems inherent in building 19th century facilities and designing 18th century curriculums.

5. The NSE ensures that the organization is flexible and responds quickly to program needs.

   Rationale: The program is always responsive to the needs of the student and the community. The organization and structure facilitate changes in demands for programs on a continuous basis; they do not operate as a control or an encumbrance.

6. The NSE is based on the best we know and is constantly searching for and implementing new ideas.

   Rationale: There is much we know about learning. Throughout the nation there are many good programs and technological aids. They must be put together to develop the best system. As new programs, methods and materials are designed and proven, they must be made part of the NSE.

7. The NSE is continually evaluated at all levels by its own operations, as well as by outside resources.

   Rationale: The self-renewing process of the NSE is based on an evaluation of its operation. Evaluation procedures must be developed for each function and must be fed back for necessary changes to be made. Only a system which has such a monitoring system can be viable and regenerating.

8. Staff development is a continual, integral part of the program.

   Rationale: Staff must continuously improve their ability to help others. This includes learning new skills as well as improving the ones already established. This aspect is part of the self-renewing process. The staff person as an excited learner will be a model for the student to emulate.

9. Staff members have a wide range of functions: different staff members perform different combinations of functions which are constantly changing and evolving.

   Rationale: People are most highly motivated to perform best in the areas they are most excited about and interested in. Staff members will have a wide variety of skills and interests and learners will have a wide variety of resource needs. Matching these will make the NSE most effective.

10. The NSE guarantees that decision-making power is in the hands of those who are affected by the decision.

    Rationale: All people must have the opportunity to direct their own lives as much as possible. The evidence of the past several years has shown that unless the individual has been involved in the decision-making process, the results will not be accepted or put into operation. One learns to make decisions by making them.

11. The NSE sees that each student has an individual personal plan which is continually updated and changed as necessary to maximize his potential.

    Rationale: Students learn at different rates of speed, using different modes, having different interests and goals. As the student's skills and needs change, the plan is modified.

12. The NSE provides many alternate ways of attaining the goals of the students.

Rationale: The goals of learning must be clearly perceived by the learner and have relevance for him. Gagne, Bruner, Dewey, Montessori and Piaget all base part of their learning theory on the fact that people's interests and environments truly shape what and how much they learn.

13. The NSE is continuous and open: a student may be in any program at any level in which he is capable of performing.

Rationale: People learn at different rates. Probably no two persons will be at the same place at the same time. A truly responsive system provides an unlimited opportunity to enter and perform on any level the learner is capable of.

14. The NSE emphasizes processes rather than information.

Rationale: Knowledge is increasing at such a rapid rate that no one can learn all there is to know even in a limited area. Soon information will be almost instantly available to anyone. We must enable learners to learn *how* to learn. Evidence has proven that adaptable, curious, exploratory types are best suited to meet the challenges of a changing world.

15. The NSE emphasizes human values. Establishing a positive self-concept and a feeling of control over one's environment through active participation in decision-making are major goals.

Rationale: The feeling of human worth is a prime pre-requisite for learning to take place. A sense of potency can only be developed when people direct their own fate.

16. The NSE provides a range of learning experiences that emphasize direct, real and relevant experiences.

Rationale: Learning appears to be most effective when experiences are direct and the student feels that they are important to him. Gagne's eight levels of learning and Edgar Dale's Cone of Experience have illustrated the hierarchy and relationships that exist between real experiences and ideas.

17. The NSE emphasizes human interaction: equipment and facilities are means.

Rationale: We learn most about ourselves and others by interacting with them. If the educational system is to foster this knowledge through established learning activities, then it follows that all resources are merely tools in that development.

18. The NSE exists to serve the needs of people in the community. It is responsive to their needs and is held accountable: failure represents system failure only, not that of students.

Rationale: The New System of Education must be developed to achieve the community's goals and values. If the system is indeed responsible, any failure to learn will represent a system failure, not a learner failure.

19. The NSE is a zero-reject system.

Rationale: If the new system is truly responsive to the needs of people, then it never excludes people but adapts to demands placed upon it. Logically, then, everyone who wants to will find a place to work, learn and be successful.

20. The NSE functions full-time, all day, all year, is available everywhere and provides personal educational programs throughout the student's entire life.

Rationale: Studies of futures indicate the probability that people will be confronted with a life with many changes in jobs, housing, interests, and knowledge with extremely little stability. A community that helps people to learn will have developed adaptable individuals who can live comfortably with change. Learning takes place all the time. Opportunities for such activities should be available and planned for the convenience of the learner.

21. The NSE has evolved by a process through which the community has gone.

Rationale: It has proven to be impossible to impose a new system of education on anyone, especially if those concerned must be part of the new system. Since it belongs to the people in the community, they should decide what it will be like. Therefore, it seems crucial that as many people in the community as possible be persuaded to work on the development and implementation of their own new system of education. Each person has gone through a portion of the system as it exists today. It is all they know. They must be exposed to new ideas about learning prior to their being willing to move towards different systems.

22. The NSE has a stated set of goals translated into performance objectives and learning activities based on predictions about the future, extrapolation of the past, designs based upon what people would like their future to be as well as consideration of today's needs.

Rationale: Since the products of current education systems will be living a decade or so from now, it is only logical to design learning experiences based on the future in which it appears they will live. Once the goals of the NSE have been decided upon, behavioral objectives must be developed

to enable students to achieve their goals. A hierarchy of Performance Objectives for each goal helps to determine where a student is and suggests several pathways for getting there. It must be emphasized that the P.O.'s must not be rigid requirements imposed on students, although a dictatorial staff can make them so. They are, instead, roads on a map offered to students which guide and enable them to move toward their goals.

23. The NSE has a student population with widely diverse backgrounds.

Rationale: The wider the variety of resources, the broader the learning. Since student and staff members are learning resources, diversity increases the possibilities for student learning.

24. The NSE has a carefully written plan, which describes it in detail.

Rationale: A detailed written plan is required so that the community may be able to learn to understand its education program and evaluate its performance.

ALL THE ISMS ARE WASMS

OR

SELF-RENEWAL IN AN AGE OF DISCONTINUITY*

Madame Chairman, Ladies and Gentlemen:

I think you should know that I have just gone through the five toughest and most distasteful weeks in my entire career. As in most other states, fiscal fitness is the key program in the legislative curriculum. We have to go back to 1939 to recall a parallel to the drastic surgery that has been applied to State agency budgets this year. The State Education Department has been hard hit, admittedly not as much as other state agencies. We have lost several valuable and high priority categorical programs of financial aid to local school districts, and, among other things, I have had to prune some 250 positions from the Department's personnel list, including the elimination of about 50 people.

These days the Legislature is not healthy for Commissioners and for other living things.

Physically, I feel a little like the man who was asked to give the keynote address at the annual meeting of the American Psychiatric Association. After dinner, he was asked to lie down and say a few words.

I am also reminded of H. L. Mencken's definition of a Puritan: A person who has a sinking feeling that somebody, somewhere, is having some fun.

A lot of people in New York keep me humble. As one of our State legislators has suggested: When you're up to your bottom in alligators, it is sometimes hard to remember your job is to drain the swamp.

This seems to be the day of four-letter words. The claw and the fang, to name two. And love seems to be the only really taboo four-letter word. As someone has remarked, you can't shake hands with a clenched fist. As Tolstoi once said, men think there are conditions when one may deal with human beings without love. But there are none.

Our society seems characterized by self-hatred and excessive self-criticism. Education at all levels seems to have lost public confidence, and the legitimacy of authority of our educational institutions has been called into question by a good many people, including the young, the poor and the black. What is wrong?

Brzezinski, the scholar, recently lamented the self-flagellating mood that has seized a good part of the American intellectual world, spoke of the fashionable talk today on the subject of the country's imminent doom and remarked that the more pessimistic the prediction, the louder the acclaim it evokes.

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* Remarks made on May 4, 1971 by Ewald B. Nyquist, President of the University of the State of New York and Commissioner of Education, at the 22nd Annual Conference of the NYSASCD at Kiamesha Lake, N. Y.

To this, Saul Bellow, the novelist, would respond:

> Maybe civilization is coming to an end, but it still exists, and meanwhile we have our choice: We can either rain more blows on it, or try to redeem it.

Well, I believe that the younger generation with our understanding and compassionate help as educators, can redeem it. And I think, too, as someone has remarked, that "we sometimes are assaulted so much by our failures that we overlook the progress which has been made. We must face alienation and disaffection head on and find ways to win back public appreciation and understanding." As educators we have not done the best possible job in interpreting what it is that we are doing, what we have accomplished, where we are going, at the same time, to be sure, admitting that we have some weaknesses, which, seen in proportion, are not as great as they have been made to seem. One of our tasks is contained in the sign in front of a Baptist church in Tulsa, Oklahoma: "Help stop truth decay."

Well, I don't want to sound like your cheerless leader.

One of the ways by which we may help ourselves and restore the legitimacy of our schools and public confidence in them is to engage in self-renewal, not self-preservation.

As John Gardner has said:

> The tasks of renewal are endless. A society is being continually recreated, for good or ill, by its members. This will strike some as a burdensome responsibility, but it will summon others to greatness.

This leads me up to Project Redesign, for its central thrust is continuing self-renewal. Project Redesign is a radical suggestion, precisely because it is so firmly rooted in common sense. When anything can be done, you might as well do the right thing.

After two and a half days at this conference all of you should have a good idea of the nature of the redesign project to which we have given the highest priority. The stature of eminence which we have accorded to this project and your experiences here should remind you of the story of the second-grader who was drawing pictures. The teacher asked what he was drawing, and he said: "I'm going to draw a picture of God." The teacher replied: "But no one knows what God looks like." "They will when I get through."

When I asked Bernie Haake, my irreverent Assistant Commissioner, what more I could possibly add to the subject, his flattering answer reminded me of yet another story.

When <u>One Man's Way</u>, a film based on the life of Norman Vincent Peale, first appeared, Dr. Peale and his wife went to see it. They were particularly interested in the love scenes between the actor and actress who played the star roles. At one point, Mrs. Peale remarked, "I remember this incident very clearly, but I don't remember it being nearly so exciting." After a bit of contemplation, Dr. Peale replied, "But remember, my dear,

they are professionals and we were only amateurs."

Bernie Haake added that by this time many of you would be so incredulous that the State Education Department would undertake such a process to reform the present system of education -- especially by placing so much trust and responsibility in the local communities -- that it would even be a challenge to me to convince you of our seriousness in this effort. Well -- it's true. We are in dead earnest about this long-range effort to put our Department's resources behind the attempts to effect major changes in the first four prototype districts and in others in the regional network.

As I have already indicated, we have had a hectic month in Albany, and the Education Department has not gone unscathed as the result of the State budget cuts. It often takes a time of adverse fortune to sharpen our perceptions of where we've been, what we are now doing, and where we're heading. As a perennial optimist, I look for virtue even in adversity. The current fiscal crisis makes it imperative that we all take a close look at the overall system of education. We need to re-examine the functions of all parts of the educational institution -- including the schools that you represent and the Department that I head -- to see if we are truly responsive to the needs of the people.

As one result of the budget cuts, we will accelerate a major reorganization within the Department (which I had in mind earlier) under the leadership of my new gifted Deputy Commissioner, Tom Sheldon. We hope that this reorganization will make it possible for us to provide improved services to, not only the districts involved in redesign, but also to all others. We know that we must immediately support the efforts of all school districts to change in conformity with the needs of those they serve. Nowhere is there a more demanding task than in the urban districts, and we are gearing up in the Department to help all cities -- but especially the decentralized districts in New York City.

In recent years, the voices of our young people have been raised against the established order in general and against the educational system in particular. They represent the new Disestablishmentarianism. The cry for relevance has echoed through our compartmentalized schools with their lock-step programs, standardized schedules, prescribed curriculums, and other rigidities.

Present education is too frequently an experience characterized by information gathering, with its fact-centered, course-centered, subject-centered, grade-getting, bell-interrupted activities, and fragmentation in terms of time, space subjects, and teachers. I am reminded of the three R's: rote, restraint, and regurgitation.

As T. S. Eliot moans in <u>The Rock</u>:

> Where is the Life we have lost in living?
> Where is the wisdom we have lost in knowledge?
> Where is the knowledge we have lost in information?

Schools still are predicated upon some invalid notions which were recently described by Chancellor Scribner of New York City: "that school is the exclusive place of education, that youth is the exclusive age of learning, that knowledge flows exclusively from the teacher, and that education is properly and accurately measured by the accumulation of credits," to which I would add, that there is a "rhythm or pattern of intellectual curiosity or social maturity common to all."

Increasingly, critics of the system have called to our attention the detrimental effects that many of the sacred cows of our present system have on those who are subjected to traditional practices. The best of these critics have desanctified some of our cherished beliefs and assaulted many of our ancient value fortresses. Quite often, I think, sacred cows make good hamburger.

We are looking to the redesign schools to lead the way toward a more humanistic educational system -- a system that will itself accept its own failure rather than blaming individuals when they cannot be adapted to the system or benefit from it. The main goal I have set for myself is to strive for this more humanistic system -- and I see hope for the future because of the nature of the redesign process and the characteristics of the new system of education which set the long-term goals. We are heeding the voices of our young people and listening to the sharp and often perceptive probing of the critics.

Let me acknowledge with deep appreciation your efforts now and in the past that have reflected the need for change. Great progress toward a learner-centered classroom, more flexible scheduling practices, interdisciplinary programs, a greater openness, and new staffing practices is evident here and there at all levels. But, in the main, our field supervisors report that there are still far too many teacher-centered classrooms where teaching consists of telling, where the main technological tool is the textbook, and the only visual aid is the chalkboard. Yet, many of you have begun to place more stress on the process goals of instruction -- to help students learn how to learn. We do see some teachers finding new roles as guides or facilitators to learning. We do see some systems making effective use of some of the products of technology. But, why is it that there has not been wider acceptance of the need for change? Why haven't many of the innovations that we've encouraged taken hold? Why haven't these added features changed the fact of education? Where have we failed?

Is is because as Albert Jay Nock has said, that we have not recognized that "the first condition of progress is a lively and preemptory disatisfaction?" Or did we depend on the patchwork bits and pieces of innovation in the 1960's to do the job?

I want to describe the unique features of redesign and make it clear why we have made it our top-priority program for the 1970's. I see redesign as a strategy -- one that adapts a comprehensive systems approach to planning in order to give us a way to manage educational change. There is an important distinction between a <u>strategy</u> of such a long-range import as redesign and the manifold <u>tactics</u> that we employ with only a limited or immediate end in view. It has been said by many over the years that our Department has been strong on tactics but weak on strategy. Indeed

we have had -- and have at the present -- many programs that have been developed to cope with the urgent problems of the moment. Currently, as you well know, we have major Department programs in reading, drug education, environment, decentralization in New York City, and others. Looking back, we have often seen that some of our programs were less effective than they might have been because the overall goals were not clearly defined and the tactics used were often working at counter purposes. Thus, we saw imbalance in our efforts in the post-Sputnik period which we have tried to correct through our more recent emphasis on the humanities. Now, I look to redesign as providing us with a long-term strategic approach -- one to which we can relate all of our program planning. For through this strategy we can establish criteria for use in evaluating the worth of the proximate goals -- as pressing and critical as they may be -- and in evaluating the tactics that are proposed to meet those ends. We think that in redesign we have a grand strategy to cope with and manage change in education.

At the outset, we are proposing that the prototype districts redesign their total system of education. Again, this is a unique feature of redesign, and perhaps its most startling -- if not most controversial. In effect, we are asking that the whole local educational arrangement be examined and that a searching look be given to all of the system's components -- even those that are the most sacrosanct. (I have one awful pun here: Taboo or not taboo: That is the question.) Note well that we are not saying that the districts should junk the present system and start over from scratch. We are not saying that everything going on in our schools is wrong and that everything new belongs. What we are saying is that we want all aspects of the program carefully reexamined because we want the total system redesigned. It may well be that some components of the new system presently exist within the old system, and, indeed, they may belong in the new configuration when they are compatible with new components. In short, we're saying to the prototypes that everything should be up for grabs, and that the Department will approve and support viable alternatives -- even though Regents Rules and Commissioner's Regulations will be bent, broken, or killed in the process. And we do intend to assist you by putting on probation, or by eliminating altogether, some time-encrusted policies and practices which have found enshrinement within the conventional wisdom and acquired permanent tenure in the order of things.

In making the analysis of the present system, people in the prototype communities are being asked to start by looking ahead. Isn't that common sense? For too long, the educational institution has backed reluctantly into the future, guiding its course by benchmarks located in the past. Periodically, educators have paused to re-examine the institution and to formulate or rewrite statements of goals. Seldom, if ever, has there been a significant attempt to project the needs into the future. Where this has been done in areas such as occupational education, the analysis has been limited in scope to emerging needs in the job market. There is now, however, a growing awareness that while man may not control his destiny he does have it within his power to exercise some control over his future. Of course, there are those who predict the future through an unbelievable crystal ball. They are literally out of this world. It is

not to these improbably futurists that we turn, but to those careful analysts of the present, and forward-looking, perceptive and artful navigators of areas of ignorance. Intelligence, after all, is simply anticipatory behavior. How else can we approach the problem of goal-setting in this age of accelerated change and a faith in flux, when tradition has been defined as something you did last year and would like to do again.

You should know that I have given my remarks two titles: All the Isms Are Wasms or Self-Renewal in An Age of Discontinuity. I mean by this the phenomenon noted by Peter Drucker and others that ours is an age of increasing diversity and discontinuity of form in the economy, in government, in the arts, in all our culture. As A. Bruce Bergquist, Director of Dynamy in Massachusetts, has said:

> Whether the result of deliberate intention or not, more educational institutions will be called on to find more ways of doing more things, not just to be fashionable in keeping up with other colleges and schools, but because they will sense in an age demanding new ordering of experience and response, that more learning lies that way and that these forms are best suited for the society which engenders the educational system.

Common sense tells us that the children in elementary schools in the '70's will be living about half their lives in the 21st Century. If we are to consider their needs in the last fifth of this century and beyond, we need to walk boldly and head-on into the future, using the best information we have and our best judgment about what lies ahead in order to chart a course for our schools.

Such an analysis of the future, at best, can produce only a glimmer of the world of tomorrow. But, from even the dimmest of projections it is possible to focus attention on some of the characteristics that the products of our schools should have if they are to cope with the future. We are asking that this exercise be undertaken by all segments of the prototype communities -- professional staff, students, and lay citizens. We do not feel that this step should be left to the administration or local board of education. Neither do we feel that people in Albany -- as prescient and brilliant as my colleagues are -- should undertake to define these needs. Here again we have another key feature of our redesign project.

The basic purpose of this community-wide study is to reach a consensus as to the desirable goals and nature of the system of education that will satisfy the needs of those it is expected to serve. It is here that I see another key feature of redesign -- the need to specify some of the characteristics of the new system of education -- or the NSE -- as we are seeing it labeled. In one sense, these characteristics provide the long-range goals for the schools to strive for -- with those involved recognizing that the goals are subject to constant redefinition. At the same time, these characteristics provide the basis for the development of criteria by which to judge the current status of the district's system of education and for making choices among possible program components. Thus, there is a future-oriented base for decision-making in which there has been broad community participation.

The central thrust of the redesign process is local redesign -- with a new emphasis on involvement of the total community. If the process is to accomplish any significant reform (and I define reform as constructive change), there needs to be a broad base of community support which can result only from a very different kind of involvement than that typical in the past for supporting budgets or bond issues. Even when truly representative of the community, no Board of Education is likely to gain the necessary commitment to total redesign without willingness to share with the total community the responsibility for the effort. Few school administrators, if any, can initiate such broad-based changes -- even with a cooperative professional staff. Neither can the staff or the students effect a major turn-around --although both are key elements in the process. It is our firm belief that we cannot lay it on from Albany either -- and get away with it.

I do not think we are abrogating our State leadership role in asking local districts to assume more responsibility for decision-making that affects their own students. After all, I seem to recall a minor branch of theology called local control. We are asking you in this instance to exercise it. Common sense? Maybe the cure for the ills of democracy is more democracy. If we are to strengthen our participatory democracy, we need to take advantage of the opportunities that redesign provides. In the process, the total community will have been involved, and there will be plenty of opportunity for each segment to exercise its proper role -- the students, the staff, the administration, the board of education, and the citizens of the community.

I want to focus your attention briefly on the commitment that I see within the Education Department, and then I'll close with what I see as the challenge to you and your Association, who have a history of leadership in encouraging and supporting improved practices in elementary and secondary school classrooms.

In the first place, we have gotten this effort off the ground by setting up the biggest bootleg operation in the Department. We operate increasingly on a task force basis in the Department. With few exceptions, everyone involved has become so voluntarily, giving it extra time and effort on top of their regular assignments because of their commitment to the need for redesign. The members of the Department's Executive Redesign Council, the coordinators for the prototype districts, and the others involved on task forces, have provided an example for you. With the critical fiscal crisis, we know that many of you will be challenged to match that degree of commitment, if redesign is to succeed.

Several members of the Department have undertaken activities that parallel those which have been carried on in the prototypes. Some of you have had the opportunity to participate in such in-depth experiences here, yesterday and today. As a result of these experiences, we have evolved a set of 24 characteristics of a New System of Education to which we subscribe. We have made these widely available -- not because we plan to impose them on any district, but because we think that the same process, when used in any district, will result in the formulation of a similar set of characteristics for the type of system it needs. Our characteristics describe a truly different system from the one that exists now. We think that it will produce the results needed to cope with the future.

For us, it provides a concept of a system toward which we should move -- it is our quest. But, rather than sending out our Don Quixotes from Albany to tilt with windmills, we want each community to undertake a common quest. By the end of the decade, we hope that the schools of the State will have been redesigned. We are gearing up to assist you, and, in the process, we expect to redesign the Department, too.

As I told the District Superintendents recently, we plan to strengthen our regional services, and look to the intermediate agencies to redesign themselves to serve as effective support agencies as school districts change. More and more, I expect that the Department will work through the regions to provide necessary services. While we do shift added responsibility to local districts, do not expect the State to surrender its responsibility for setting expectations for some goals, such as racial integration, that are State or national in scope. Neither will the State permit any district to be as bad as it wants to be -- even with the fiscal problems we face both at the local and the State level. We can be trusted, however, to set expectations that are sufficiently flexible to encompass a variety of responses at the local level.

We have a commitment at the State level to redesign. It has become the priority that affects all other priorities. It poses a challenge to you as instructional leaders. The fact that you have devoted this annual conference to redesign indicates that you feel it is a significant development worthy of support. But, will this conference make a difference? It is too soon for us to see results because the process in the prototypes has scarcely gotten off the ground. Some of you have already become committed and quickened the pace as evidenced by the fact that there are now about 50 schools in the secondary regional network and another 150 or more interested in becoming involved. How can this Association and each of its members help?

I see the need for all the help we can get because we need to overcome the forces of inertia that are reflected by the people, the facilities, and the curriculum that constitute the present system. Your Association through its regional affiliates can help in the educational process needed to explain the redesign process to others. We will need to share and pool our resources and develop a communication network that will permit the dissemination, with dispatch, of ideas and practices. As we move into the next phase and districts begin to identify program components that they need, we will need to capitalize on those elements that currently exist and design new ones as needed. In sum, you will be called upon to assume new roles -- both as you are challenged to supervise a more humane, learner-centered, individualized program and to develop curricular materials that are adapted to the learner rather than continuing to expect the learners to adapt to the curriculum.

Having said all of this, let me add a few words of caution. If redesign is to result in significant, lasting improvement, the ground work for change must be carefully laid. It will take careful study and reflection, total commitment, skills in achieving consensus, and knowledge that while change is sometimes painful, not to change at all is fatal. When once asked by a dowager what jazz was, Fats Waller replied: "Lady, if you don't know what it is, don't mess with it." If you don't understand all these things about Project Redesign, don't mess with it.

I like to define real change as changes in behavior of a person or organization that persist (a) when they are not thinking about trying to change, and (b) when no one else is looking. That kind of change takes time and effort. We do not want redesign to become a new label on an old practice. If it does, we will have failed again. I hope you see that I think that redesign is different; that it is the difference that will make a difference. We are counting on your continuing support so well given at this early stage through the theme of this annual conference and your participation in it.

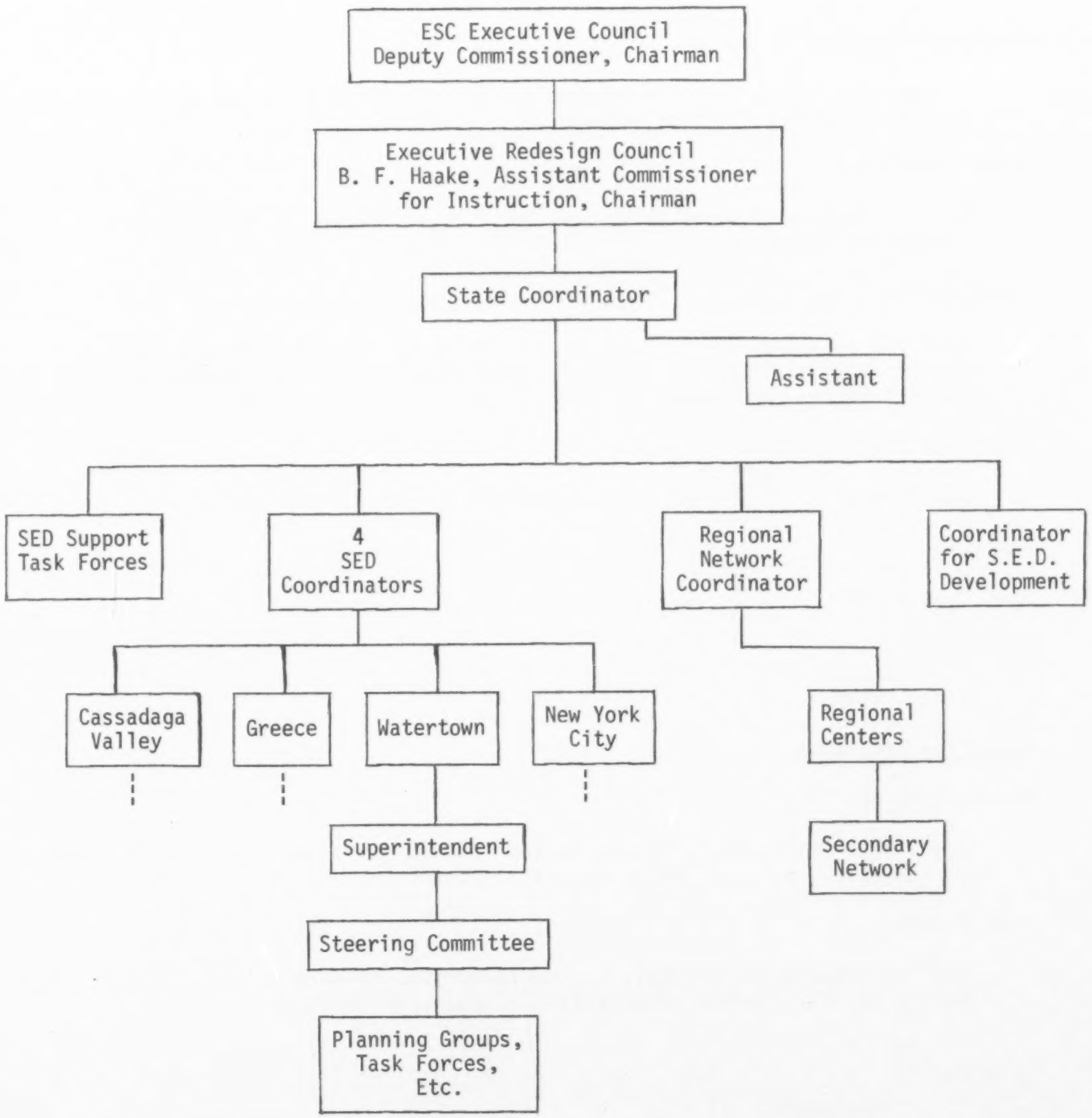
In an obscure novel called The New Machiavelli, H. G. Wells had this to say:

> If humanity cannot develop an education far beyond anything that is now provided, if it cannot collectively invent devices and solve problems on a much richer and broader scale than it does at the present time, it cannot hope to achieve any very much finer order or any more general happiness than it now enjoys.

EBN 5/4/71

Appendix D

REDESIGN ORGANIZATION STRUCTURE



Appendix E

Redesign Team

SED

Executive Redesign Council

Bernard F. Haake, Vivienne Anderson, Earle Flatt, Mae Timer, Morris Shapiro, Gordon Van Hooft, Richard Weiner

State Coordinator

William Webster (Joseph Oakie and Earle Flatt served in this capacity during the first year)

Coordinators

Ruth Flurry (Watertown), Lore Howard (Greece), Katherine King (SED), Joseph Mangano (District #7), Mae Timer (Regional Center Network), Herbert Ranney (Cassadaga Valley)

Community Communication

Leo Irrera

Historian

Noah Gould

Financial Advisor

John Curley

Prototype Districts

Superintendents

Henry Case (Watertown), Samual Danton (Cassadaga Valley), Bernard Friedman (District #7, N.Y.C.), David Robinson (Greece)

Coordinators

John Williamson (Watertown), Donn Wilshaw (Greece—Roy Nichols served during the first year), Fred Wilson (Cassadaga Valley)

A GENERAL OVERVIEW OF THE REGIONAL REDESIGN NETWORK SCHOOL DISTRICTS AS OF JUNE 1971

Regional Centers and Redesign Districts	Developing Local Commitment. Board of Education, Administration, School, Community	Involving School-Community in Stimulus. Future Thinking and Planning	School, Community Surveys	Developing the Machinery for Organizing and Managing	Identification of Mission, Goals, Needs
1. Capital District					
a. South Colonie	X	X	X		
b. Burnt Hills					
2. Catskill					
a. South Kortright	X	X			X
b. Springfield	X	X			
3. Che/Mad/Her/On					
a. Little Falls	X	X		X	
b. New Hartford	X			X	
c. Oxford	X	X		X	X
d. Sauquoit Valley	X	X		X	X
4. ECCO					
a. North Syracuse	X	X		X	X
b. Mexico	X	X		X	X
c. Oswego	X	X		X	
d. Jamesville-Dewitt	X	X			
e. Phoenix	X				
5. Finger Lakes					
a. Cato-Meridian	X			X	
b. South Cayuga	X			X	
6. Genesee Valley					
a. West Irondequoit	X			X	
b. Seneca Falls	X				

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7. Nassau					
a. Carle Place	X				
b. East Meadow	X				
c. Elmont	X	X			
d. Freeport	X	X			
e. Glen Cove	X	X			
f. Great Neck	X	X			
g. Jericho	X	X			
h. Lawrence	X	X			
i. Manhasset	X	X			
j. Merrick	X	X			
k. Mineola	X	X			
l. Plainview	X	X			
m. Port Washington	X	X			
n. Roslyn	X	X			
o. Westbury	X	X			
p. West Hempstead	X	X			
8. Northeast					
a. Ausable Valley	X			X	
b. Ticonderoga	X			X	
9. Ontario East					
a. Lowville	X				
b. Carthage	X				
10. Rockland					
a.					

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11. Southern Tier					
a. Corning	X	X		X	
b. Friendship	X	X		X	
12. Suffolk					
a. East Quogue	X	X	X	X	
b. Southhold	X	X		X	X
c. Three Village	X		X	X	
13. Westchester					
a. Mamaroneck	X	X	X	X	X
14. Western					
a. East Aurora	X			X	
b. Kenmore	X	X		X	
c. Lancaster	X			X	
d. Springville	X			X	